

Recount	Writing Level 1
<p>Suggested language learning outcomes</p> <ul style="list-style-type: none"> • Write and illustrate literary and factual recounts based on modelled and/or jointly constructed texts. • Begin to use sources of information to form, and express ideas. • Recognise how to shape texts for a purpose and an audience. • Organise texts, using simple structures. 	<p><i>Deliberate Acts of Teaching</i></p> <p>Explicit Instructions</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw a picture of an event from a familiar class text (Elfrida) - in MS Paint. 2. Develop lists of words or phrases that are relevant in context for students to reference 3. Model sentence <p>Guided Practice – Students practise:</p> <p>In pairs, students jointly construct texts in 'MSPowerpoint'.</p>
<p><i>Learning indicators</i></p> <ol style="list-style-type: none"> 1. Draws to illustrate a simple literary or factual recount or narrative. 2. Creates texts by using meaning, structure, visual and 3. grapho-phonetic sources of information, and some prior knowledge 3. Expects the texts they create to be understood, responded to, and appreciated by others 4. Use a range of high-frequency, and personal-content words to create meaning 5. Writes words, phrases, or short sentences 6. Spells some high-frequency words correctly 7. Uses simple sentences that have been modelled for them. 	<ol style="list-style-type: none"> 1. Teacher has inserted a drawing object and will insert a text box below each image 2. Students write accompanying text focusing on past-tense verbs, upper and lower-case letters, and simple sentence punctuation. Eg I had ... I went... I rode... I saw... 3. Students click on "insert sound" and record themselves reading their story. 4. Teacher gathers all into one powerpoint to make class reading resource. <p>Independent Practising– Students use target language:</p> <ol style="list-style-type: none"> 1. In pairs, students sequence events (sentence and image on cards) from a familiar narrative, or from the recount of a shared experience, and place them appropriately on a timeline supplied by the teacher. 2. Drawing on the supporting text available in the classroom, students complete sentences relating to a familiar class story, or to a recount of a shared experience, focusing on regular past-tense verbs.